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The

NATIONAL ASSOCIATION of CORPORATION SCHOOLS

Bulletin

Volume II

January, 1915

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By Thomas W. Churchill
President Board of Education, New York City

Better Education in Sioux City, Iowa
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**PUBLISHED BY ORDER OF THE
EXECUTIVE COMMITTEE**

The National Association of Corporation Schools

Headquarters, Irving Place and 15th Street, New York City

Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen, and to provide a forum where corporation school officers may interchange experiences. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

Functions

The functions of the Association are threefold: to develop the efficiency of the individual employee; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

Membership

From the Constitution—Article III.

SECTION 1.—Members shall be divided into three classes: Class A (Company Members), Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employees. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

Dues

From the Constitution—Article VII.

SECTION 1.—The annual dues of Class A members shall be \$50.00.

SECTION 2.—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$10.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons exist for continuing members on the roll.

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The National Association of Corporation Schools

Bulletin

Published by Order of the Executive Committee

Edited by F. C. Henderschott, Executive Secretary

Volume II

January, 1915

No. 1

GETTING THE WORK STARTED

Our Association is in receipt of an increasing number of inquiries asking if there are special educational institutions of merit other than the public schools and universities which can be utilized in carrying on constructive educational work on behalf of employees without the corporations undertaking to inaugurate and maintain an educational department of their own. There are such institutions, and in the hope of being helpful to industrial institutions which care to avail themselves of the educational facilities offered, articles are appearing in this issue of the BULLETIN, setting forth in a general way what some of these institutions are, what courses they are offering and the general nature of the educational work which they do. Many corporations which have now instituted educational departments of their own, began their efforts to aid their employees in increasing their individual efficiency by encouraging them to take advantage of the courses offered by established institutions of learning. In most cases the corporations assumed a portion of the expense, which, however, was later capitalized through increased efficiency of the employees.

INCOMPLETE EDUCATION OF AMERICAN CHILDREN

According to figures given out in a report recently issued by the Bureau of Foreign and Domestic Commerce of the United States, about nineteen million children are now enrolled in the public schools, or about 19 per cent. of the total population. But only two hundred thousand students are in the colleges or other higher institutions of learning, or only about one-fifth of one per cent., or, in other words, one person out of each five hundred.

On the basis of thirteen years of school age in the public and high schools, and four years of school life devoted to college or other higher institutions of learning, there should be approxi-

mately six million students in the colleges, or 6 per cent. of the total population, instead of one-fifth of one per cent.

According to the figures quoted above, only approximately three and one-third per cent. of all American children who ought to be in the colleges are actually there.

"MOONLIGHT SCHOOLS" SLOGAN IN KENTUCKY

Members of the Women's Forward Movement, which proposes to eliminate adult white illiteracy in Kentucky by 1920 through establishment of so-called moonlight, or rural night schools, has completed the first week of a proposed state-wide campaign.

Efforts to reach the 208,000 men and women in the state who can neither read nor write have found expression in a number of largely attended meetings. At nine mass meetings the keynote of the addresses was taken from the slogan of the women: "Let those who can read and write help those who cannot by establishing moonlight schools."

VOCATIONAL SCHOOL HEAD GOES TO WORK

William Wirt, superintendent of schools at Gary, Indiana, has gone to New York as supervisor of vocational courses in the elementary schools. By a contract made between him and the Mayor and Controller, and approved by the Board of Education, he will receive \$10,000 for one year, during which period he will devote one week in each month, or two weeks, if necessary, to the organization of the vocational system in the elementary schools.

As to the nature of his work, he said he would first inspect the five schools which have been equipped for shop work, etc. When this was completed he would start on a survey of all of the public school buildings in the five boroughs to see how many of them could be adapted to the duplicate school plan, by which two schools may occupy the same classrooms, auditoriums, shops, library and playground. Mr. Wirt said he believed the system could be established in the newer school buildings without additional cost to the city. The old school buildings would have to come down and some new buildings would have to be built in sections, where the changes in population made it necessary.

"A TIMELY NOTE OF WARNING"

The Editor of the *Survey* sounds a note of warning which should be borne in mind in connection with the larger propaganda of education:

"Nobody knows how many feeble-minded people there are in the United States. For some years we have been estimating the number as about the same as that of the insane. We are fairly confident that about one in every 500 of the whole population (more in the Northwest and fewer in the West and South) is insane. We also know that the proportion of the insane is steadily growing larger. Insanity is a disease of civilization. As towns and cities grow, as life gets more complex and the stress of circumstances heavier, the human mind may perhaps grow stronger, but not so rapidly as the strain upon it grows. So more breaks occur."

It is the last two sentences of the above quotation to which attention is especially directed. Mental capacity is largely the result of growth and development. The improvement must not be too urgent.

Play, good clean amusements, outdoor exercise and all those various activities which enter so vitally into the development of the human, must not be overlooked or neglected. The right amount of study, the right amount of exercise, the right amount of amusement and relaxation is all absolutely necessary if we are to attain the larger degree of individual efficiency.

CONSEQUENCES OF OUR THOUGHTS

In his book, "Talks to Teachers on Psychology," William James has stated the action of the mind in such a way as to enable us to readily grasp his meaning and to some extent obtain a clear conception of our mental make-up:

"In each of us, when awake (and often when asleep), some kind of consciousness is always going on. There is a stream, a succession of states, or waves, or fields (or whatever you please to call them), of knowledge, of feeling, of desire, of deliberation, etc., that constantly pass and repass, and that constitute our inner life. . . .

"No truth, however abstract, is ever perceived that will not probably at some time influence our earthly action. . . . As I talk here, and you listen, it might seem as if no action followed. You might call it a purely theoretic process, with no practical result. But it must have a practical result. It cannot take place

at all and leave your conduct unaffected. If not to-day, then on some far future day, you will answer some question differently by reason of what you are thinking now."

"HOW LITTLE HUMAN NATURE HAS CHANGED"

Epictetus, writing not later than the middle of the first century (the exact date is not known) described some conditions which are as acute to-day as of that period.

"I have known plenty of people," he writes, "who sat day after day listening for years without deriving the faintest tincture of philosophy—known them, do I say? Why, they were just the most indefatigable and regular members of the whole class. They were more like the professor's lodgers than his pupils. Others came to hear, not to learn—the lecture they looked upon in the light of a comedy; the lecture-room of a theatre. Their sole object was to pass a few hours as pleasantly as might be. A third class of persons would come armed with note-books, not to take down the substance of the discourse, but to jot down mere catch words, as useless to themselves as to every one else. Besides these might be seen enthusiasts, whose faces shone again with inward delight, like Asiatic priests in holy transport. But ah, how few succeeded in carrying home the good resolutions formed while they were influenced by the speaker and his spell!"

From the logic class, too, Epictetus recorded bitter complaints. Particularly in the Stoic schools, there were students who applied themselves, more or less exclusively, to "getting up" the mere dialectic formula and bibliography connected with that branch of learning. Epictetus writes of these students as follows:

"Pedants, just come to school or hardly out of it, eager to teach today what they had heard themselves yesterday, crammed themselves with masses of ill-digested erudition. Persons of this sort, knowing everything better than other folk and caricaturing their instructors, criticising everybody and everything, and always according to their own opinion in the right, often turn up in Greek society as perfect kill-joys, fatal to all rational conversation."

Instructors who are developing educational courses in industry should not feel they have developed new problems. The situations with which such instructors are confronted are as old as civilization itself. All students cannot be developed to the same degree of efficiency but all students can be helped. If this fact is constantly borne in mind the task of industrial education becomes less difficult and more hopeful.

PROGRAM FOR THE THIRD ANNUAL CONVENTION

Executive Committee Plans Reports to Furnish Concrete and Definite Information of Value to Corporation Schools

On January 5th the Executive Committee of The National Association of Corporation Schools will hold its monthly meeting in New York City, at which time the Chairmen of the various Committees of our Association will present statements giving an outline of what the various Committees propose to do and sketching their reports to the third annual convention of our Association which will be held in Worcester, Mass., the second week in June. It is the plan of the Executive Committee to have these reports completed early in April; advance copies printed and furnished to all our members that they may come to Worcester prepared to discuss the various reports. The reports and the discussion thereon will form the principal feature of the program for the convention.

Sufficient data is now available, through the efforts of previous Committees, proceedings of the conventions which have been held, bibliographies and other data which has been compiled to enable the Directors of our Association's activities to proceed rather more confidently than in the past. It is the plan of the Executive Committee to have the program for our next convention one of concrete, definite information relative to industrial education and more specifically to the activities and field of the corporation school.

BE EXTRAORDINARY

THOMAS TYSON COOK IN *Selling Sense*.

To get out of the common rut—that is the problem.

It is a matter that is really worth attention, when you come to think of it. Among ordinary people, such as most of us are, there is an almost irresistible tendency to stick to beaten paths.

We are prone to remain ordinary. It is easy and it is pleasant—in a negative way—and therein lies the danger.

But do not forget this: No worth-while deed was ever done in ordinary fashion. Whether it be the building of the handsomest store building in the world, or your own rise from counter to desk, it always has required and always will require originality, initiative, disregard of precedent, and defiance of custom.

MEETING OF POLICY AND FINANCE COMMITTEE

Enthusiastic Meeting Held in New York and Plans Made For Future Activity.

The Policy and Finance Committee of The National Association of Corporation Schools held its first meeting in New York City on December 15th.

After a full discussion of industrial education the Committee was of the unanimous opinion that the corporation school will be a permanent fixture in the educational system of the United States. The Committee further decided that the work, as undertaken by our Association, should be carried on with vigor and earnest effort.

The Committee will meet again in January, at which time it is hoped to announce plans for the raising of a considerable fund, the money to be used in the hiring of investigators whose duty it will be to secure knowledge regarding corporation schools now in existence and the possibilities of establishing new schools throughout industry.

NEW MEMBERS

Class "A"

Dennison Manufacturing Company, Framingham, Mass., C. E. Shaw.

Class "B"

Frederick N. Bolles, The New York Edison Company, New York.

Class "C"

State Civil Service Commission of California, J. C. Whitman, Secretary.

James L. Halley, 1098 Elmore Place, Brooklyn, N. Y.

A campaign against bizarre juvenile literature was launched at a meeting of the Public Education Association, in Philadelphia, when that body resolved to co-operate with the public libraries, Y. M. C. A. and other organizations in an endeavor to eradicate all books for children believed to exert a bad influence. Speakers asserted that many of the volumes for children sold in almost every bookstore were closely related to the old-fashioned dime novel and had a deplorable effect upon the imaginations of young children.

WILL FIT SCHOOLS TO PUPILS' NEEDS

Both Sexes Will Be Included in New Scheme in Minneapolis to Expand Grade School Course

To fit the school to the needs of the pupil, the platform announced by School Superintendent F. E. Spaulding, when he went to Minneapolis, three months ago, is to take definite form with the opening of vocational courses in old Central high school. The old structure is being remodeled to house vocational courses offered by the William Hood Dunwoody Industrial Institute, made possible by a legacy of the late Mr. Dunwoody, and the girls' vocational high school, which is to be conducted by the board of education.

Will Be Benefit to Pupils

More industrial training than has been offered in past years is also to be incorporated in the grade schools.

Dr. Spaulding has announced his intention of offering courses at the beginning of the next semester that he has hopes will serve to keep boys and girls in school instead of dropping out with the completion of the eighth grade.

"The average boy or girl has not reached an earning capacity of large proportion with the ending of the grade school," said Dr. Spaulding. "It is true that many feel compelled to leave school when through the eight grade. But where the school can offer an extension of work that will help the boy or girl to increase earning power by remaining longer at his or her studies, a real benefit to the individual and society can be accomplished."

Wants Education Law Amended

Dr. Spaulding says he considers that the compulsory education law, which permits a boy to quit school upon completing the eighth grade, or even before that if he is sixteen years old, places the age limit too low. He declared that he will urge the legislature to amend the law to raise the age limit to eighteen years.

The industrial courses for boys, to be offered in old Central high, will be open to any Minnesota boy fourteen years old. While the nucleus of the enrolment is expected to come from Minneapolis, residents of other parts of the State will be admitted. All boys will be admitted on trial. If they show an earnest desire to learn and are qualified to profit by the work, they will be retained.

Will Cover Many Lines

The courses for boys are being arranged to fit the students to engage in the following occupations: Cabinet making, carpentry, millwrighting, machine shop practice, automobile construction, electric construction, sheet metal work, machine drafting, architectural drafting, printing and bookbinding. The shop instructors will be expert workmen in the trade they teach. Once a week the boys will visit local industrial plants. H. W. Kavel, who has been selected as director of the school, has had experience in mechanical courses and as principal of the Thomas Arnold school has had experience in handling young men who show a preference for shop work as opposed to book learning.

Classes for Girls Also

In the vocational high school for girls, which will occupy a portion of the old Central high, will be offered courses in home work and management, sewing and dressmaking, millinery, dining-room service, lunchroom and tearoom service and management, catering, fine laundry work, commercial design, salesmanship, stenography and clerical work.

Miss Elizabeth Fish is to be in direct charge of this enlarged branch of vocational work. The girls will get actual practice in the cooking and serving lines as it is intended to conduct a school restaurant where pupils may obtain lunches at cost.

The object of both branches of the vocational high school will be to assist pupils to obtain training that will fit them for earning a livelihood. Where the school authorities can do so, they aim to find employment for pupils.

Instruction will be free for girls and boys, the only charge being for books, stationery and lunches, all of which will be provided at the school at cost.

Plans for bringing to America many of the students and professors whose work has been interrupted by the destruction of universities, museums and libraries in Belgium, have been completed by Dr. N. Monroe Hopkins. Free enjoyment of privileges of American institutions, pending the reconstruction of Belgium's educational system, is proposed. Assurances of support already have been received from several universities for the instruction of Belgian students. It is proposed to raise a fund at once to defray the traveling expenses of the students to and from Belgium and the costs of residence in this country.

BETTER EDUCATION IN SIOUX CITY, IOWA

Robin Lynn Hamilton, Head of High School Commercial Department, Gives Helpful Advice

By ROBIN LYNN HAMILTON

It may be taken as a premise, I think, that any system of vocational education for a city must fit the needs of that city; not simply be a replica of that of some other town whose industrial and business conditions are essentially different. Of course this cannot be done intelligently without knowing something of the results of similar work accomplished elsewhere. In order that anything worth while may be attempted the community must understand its own needs. To my mind this community is made up of the school organization, the pupils and their parents, and the employers and labor unions.

Better Citizens and Better Workmen

Any city that would base its program on a substantial basis should have made an industrial survey before it goes in very heavily for any particular trade, trades or semi-technical occupations. Having this to build upon, what is the desired result and how shall it best be obtained? Is it not the making of better citizens and better workmen for this city?

To narrow this down to one city and one kind of vocational training, the problem in Sioux City in revising our commercial courses was to give all the fundamentals we could in the various periods of time from one to four years, and then add the slightly more general subjects that had some bearing on business or industry. These latter were planned not simply to fill in the course, but to strengthen it with pertinent supplementary matter. The technical subjects for the office worker with the especially designed English courses were considered the important things. We tried to keep in mind the more useful things for this class of worker and to fit as many of these as we could into the time allotted. In every subject that admitted of any choice between a general treatment and a local and specific one we have tried to teach in the specific way. I will illustrate this a little later.

This is one of the phases of the school organization side. In Sioux City we have had no problem in the matter of separate control or separate school plants. For cities of our size one composite high school has many points of superiority over the plan of

having several distinct high schools. The progressive school man welcomes assistance and advice in his vocational work from the commercial and industrial world, but the controlling voice in matters of policy should be his own, it seems to me. He is usually the best informed man in regard to his own profession, and it is his duty to represent the community as a whole.

Creating Interest In School Work

Among the means that we have used to inform the pupils and parents of the possibilities in the business courses have been talks to the pupils in seventh and eighth grades and a pamphlet on "How to Choose a Course of Study" as well as one on "Commercial Courses." The graduating class orations at the high school had for their themes, for the benefit of the parents, the work of the school. But these things are a beginning only.

Of course in our business courses we have no problem of labor unions, nor was the necessity of an industrial survey so great as it would be in a more specialized vocation.

In arousing the interest of the employers we have found the talks by leaders of different vocations, visits to typical business houses and industrial plants, and interviews with many well-known men to be the most potent things. Two dinners, one by the Manufacturers' Bureau and the other by the Commercial Club, to our pupils have been very stimulating. The superintendent of schools, the high school principal, and myself have tried to keep in touch with the local business men through the Commercial and Rotary Clubs and like organizations by personal attendance on meetings and by letters. We often ask these men directly for work for pupils. This matter of placement, however, we hope to work out more scientifically another year. The typewriter agencies have asked their employment departments to give our pupils first opportunities at any office openings that come to them.

Localizing Educational Courses

Our combination of vocational guidance and the elements of composition in the second year and the business literature of the third year should appeal to every thoughtful employer. Our commercial geography has been adapted to conditions in this section and supplemented by seeing the actual processes so far as possible. Where this wasn't possible, we have used ma-

terial similar to that furnished the Philadelphia schools by the Museum. In civics we have emphasized our local commission government with the State and national government secondary. Our office training classes we are endeavoring to make business laboratories for the study of the ethics, work, office appliances, filing systems, bookkeeping forms, etc., of the modern office. Next year these classes will probably have charge of the business ends of our new high school lunch-room, the high school athletic association, possibly a store for books and supplies.

With so many things to touch upon I have probably overlooked many that you would be interested in. I should not like to give you the idea that we have made more than a beginning. But this I should like to say, that I think our beginning is based on something solid and is going in the right direction.

Standardizing the Grades

In conclusion, I should like to give you my idea of the ideal system for vocational training. Through the sixth and possibly the seventh grades all training for our public schools should be uniform. For these years we have already in Sioux City a grade system that we think unsurpassed, introduced and now being perfected by a pioneer and leader in this kind of work. Following this, it seems to me, there should be an intermediate school to bridge the gap between the grades and the high school of the present, to give the pupil a wide variety of work in order that his tendencies may be studied and to retain his interest in education. Then should follow the specialized work of the high school to equip him for specific callings. If he has the time and opportunity to go further, this specialized work should count for entrance credit to a more advanced school. Any work for any pupil that is given by a well-conducted high school should be allowed for credit to an advanced institution in that same line. As an example of the latter, for the office worker I might cite the excellent German commercial schools of different grades, ending in the business college; not the business college of America, you understand, but an actual college continuing the work of the secondary business schools. We have a few of these latter schools in America, notably the Wharton School and that of the New York University, but we need many more and we need to have them arranged so that they will be a continuation of the commercial work of the high schools.

MASSACHUSETTS HOLDS STATE CONFERENCE

Governor Walsh Says Less Politics and More Learning Would Result in Benefit to Industry

Further encouragement of Massachusetts industries, reorganization of the State Free Employment Bureau and better industrial education for boys were advocated by A. Lincoln Filene at a recent session of the Massachusetts Conference on Industrial Development and Trade Extensions, called by Governor Walsh and the State Board of Labor and Industries.

Mr. Filene suggested that a study be made to determine whether relief might be obtained in cases of seasonal employment, by interchange, or some other means. He urged also that the board see what can be done to encourage industries in Massachusetts using raw material produced here.

Suggesting that it is unfortunate that continuation schools are not made compulsory, he advocated a division of the time of young workers in industries between their work and education, which would be of use to them in that work.

Connection With Schools

He also urged the board to study what is needed to develop industries, requiring the use of art and skill, and the connection of this subject with technical schools, the Art Museum, industrial education and the continuation schools.

He suggested also that while the State Free Employment Bureau is doing admirable work, it ought to be reorganized and a separate department established for boys and girls, with a separate staff and representative advisory committee.

He dwelt on the necessity of a juvenile labor exchange on foundations along the lines of studies made by the Boston Vocational Bureau. Such things as this, he suggested, would tend to make Boston attractive by the quality of its trained and tried workers. He also advised the establishment of a commercial museum.

Former Mayor Fitzgerald, stated the whole atmosphere now obtaining must be changed before Massachusetts industries can reach the greatest possible usefulness. He urged the utilization of harbor advantages and co-operation in college and school in the development of industrial resources, suggesting that colleges should have undergraduate as well as graduate schools of business.

Too Much Politics

Too much politics and annual elections in Massachusetts, with consequent turmoil and neglect of business interests, were vigorously scored by Governor Walsh in his address.

The Governor also scored those who criticized him for using this conference, called by him and the State Board of Labor and Industries, as a campaign advertisement.

The conference was attended by some 300 manufacturers, business men and persons interested in industry and labor. Chairman Alfred W. Donovan of the State Board, presided, and much enthusiasm was manifested in applause at remarks of the speakers.

In opening the meeting Chairman Donovan said this meeting was a step toward industrial improvement perhaps greater than any ever before made in this state. He said he hoped the meeting would result in an advisory committee or council to assist the board in improving Massachusetts industrial conditions.

Governor Walsh delivered the first formal address.

While the board, he said, had at first assumed that its work would be to enforce the labor and industry laws, it has been advised by him to make promotion of Massachusetts business interests one of its chief functions. The Governor promised his heartiest co-operation to the undertaking.

"We don't give enough attention to our industries," suggested Governor Walsh, "and I'm going to tell you one reason. I am going to speak out quite plainly. We have too much politics in Massachusetts. Annual elections are a terrible bar to business advancement and progress. They distract the public attention from business and turn it to politics.

The Governor pleaded for support for the board's project and expressed the hope that there would be at the State House one of the greatest and most important départements for the promotion of industry in any state.

Mayor Curley Speaks

Mayor Curley delivered a brief address, in which he urged Americans to realize their opportunity as a result of the European war. He urged optimism on the part of business men and co-operative team play on their part to make the business situation as good as possible.

Herbert S. Houston, publisher of *World's Work*, criticized Massachusetts for not properly studying distribution, despite its

pre-eminence in the producing field. He urged Massachusetts to re-establish her maritime supremacy.

Miss Emily Balch, professor of political economy at Wellesley College, spoke on the maladjustment and irregularity of employment, their serious consequences and how they may be remedied. She suggested that the state should work for the improvement of the quality of its working people.

State Commissioner Snedden

State Commissioner of Education Snedden suggested that the state should contribute to the support of the evening and day schools for the education of persons by industrial pursuits.

George B. Willett urged that Americans should have the co-operation of their government in business, such as Germany had before the war.

EDUCATION TO GET BOOST IN INDIANA

Development of Vocational Training System to Be Feature of Work of Superintendent of Public Instruction

Charles A. Greathouse, who was re-elected state superintendent of public instruction of Indiana, intends to give a great deal of attention in his next term to the perfection of the vocational training branch of the state schools and the teaching of agriculture. The law authorizing the teaching of these subjects was passed by the Legislature in 1913 and the work has not yet been placed on a systematic basis.

Mr. Greathouse said he expects to go to New York soon to select a man to make a survey of Indiana to ascertain just what trades should be taught in the vocational department in various localities.

Will Boost Vocational Idea

"The idea is to find out what trade is the most inviting to a boy, and teach him that which is most to his liking," said Mr. Greathouse. "From now on we will place particular stress on vocational training and the teaching of agriculture. The vocational training law provides a fund for making this survey. I will visit the New York department and probably will obtain a man from there to make the survey."

ORGANIZED LABOR URGES TRAINING IN SCHOOLS

Vocational Teachers of Western New York Hear Praise of Their Work by Union Official Who Hopes for Better Workmen

Western New York vocational teachers were in session at Buffalo on November 15th, conferring on problems presented in all branches of vocational training. Four section meetings were held, including vocational, pre-vocational, manual training and home economic work.

Industrial Training Approved

More than 300 delegates attended the session. Joseph Sonnabend of the International Association of Machinists, spoke on "The Effect of Vocational Training on Future Craftsmen."

"Organized labor is in favor of vocational schools," said the speaker. "It is opposed to private schools operated for personal profit. Organized labor hopes for better workmen as a result of state vocational schools. They must develop the young man so he may be able to place himself on the same basis as his employer. This training will make for better citizenship."

A. J. Elias spoke on "Industrial Training from the Business Man's Viewpoint." He read statistics showing boys from ten to fifteen years of age are most inclined toward education.

Arthur D. Dean, division chief of vocational schools, appealed to the authorities to inject something into the curriculum of the schools that will do away with waste in the industries of the United States. He suggested employment of young workers as a plan to relieve this waste. He said the big corporations in the state are ready to co-operate with the state in establishing labor camps.

The Providence, R. I., school authorities report that the enrollment at the opening of the sessions for vocational training in the six buildings assigned for that purpose was nearly 350. A season of twenty weeks is planned, the first part to close on December 18 and the second part to open on January 4 and continue to March 20. The courses for men are for machinists, carpenters, printers, plumbers' helpers and cabinetmakers. The cooking classes for women, will be open at the John J. McDonough and Technical high buildings, and sewing will be taught at the John J. McDonough, Susan H. Wixon, Samuel Watson, Davis and Border City schools.

STAMPING ILLITERACY OUT OF KENTUCKY

Federation of Women's Clubs Doing a Great Work For Their State

Mrs. J. H. DICKEY, *Chairman of Press Department,
State Federation of Women's Clubs.*

Having set in motion the influences that have brought about the present mighty impulse for educational advance in Kentucky, the Federation of Women's Clubs must "stay on the job" until the last bit of illiteracy is gone.

The movement to rid the State from an incubus too long endured, has now taken on tremendous proportions. Backed by the authority of the Commonwealth, strengthened by the indorsement of commercial clubs, boards of trade, railroad corporations, and aided by the press of the State, the illiteracy commission is mastering the situation in Kentucky and creating what promises to be a nation-wide onslaught against ignorance.

It is not with boastful spirit for the organization we represent, but rather to incite every club woman to support actively the Woman's Forward Movement of Education in Kentucky, that we revert to the Federation's part in it all.

First came its campaign of exposure of the State's real educational status, that brought the blush of shame to all Kentuckians and many criticisms of the clubs on the ground of disloyalty to their State. Then followed many forms of constructive work, chiefly through the organization of school improvement leagues.

Possibly the building of the Federation's Consolidated School at Buck Creek, in Owsley county, with its "teacherage" adjoining, and the social center idea dominant was as fine a stimulus for better schools in such communities as has ever been given.

The moonlight schools—with their famous founder always a member of the Federation's Educational Department and now its vice president—were brought before the people of Kentucky by the women's clubs this spring, and the teachers given a trip to Niagara Falls by the Federation.

The story might be indefinitely continued and the club women called by name who have done gloriously for old Kentucky. But sufficient has been said even without reference to their part in the creation of the illiteracy commission.

The Woman's Forward Movement is State-wide. The women composing it are all club women. The Federation's president is on the executive staff. The Federation's education chairman is recommending the movement to all clubs. The women must not fail!

How the Clubs May Work

The Educational Department of the Kentucky Federation has given an outline of the year's work for all federated clubs. Sanctioned by the Board of Directors and succinctly stated by Miss Frances Simpson, the chairman, the plan of work follows:

First is the illiteracy campaign, and in this the clubs are asked:

1. To have one program, preferably first meeting in January, to be devoted to the history, methods and purpose of the work.
2. That federation and club stationery shall carry the slogan, "No illiteracy After 1920."
3. That each club member provide instruction for any illiterate in her employ, or, if there be none such, to provide such instruction for at least one other.
4. That each club member secure a letter from some illiterate that has been instructed and send it to the Kentucky Illiteracy Committee at Frankfort.
5. That each club offer a prize to the moonlight school in its county which makes the most pronounced success.

Vocational Guidance

Under this division it is pointed out that in the clubs the work is chiefly of propaganda, or to spread literature. In the country the work must be largely agricultural, in the towns it must be industrial, and on prevocational lines. Therefore the clubs are asked to present a program, materials for which the department will furnish.

Then there should be made by each club a survey of its community to record the number of children leaving school at fourteen or fifteen years, and to find out the demands of employers.

Agitation must be begun in behalf of State legislation for continuation schools. There has been legislation in seventeen States along this line.

Wider Use of School Plant

The study of this division of the education work is urged upon all clubs, and then definite arrangements with local school boards should be made for opening the buildings to the communities for civic, recreational and wider educational purposes, being careful to use the principals of the schools for secretaries of these established "social centers." If school boards do not permit such use of the buildings, the clubs use double diligence to have the social center law passed by the Legislature in 1916.

The printing and use of a poster stamp bearing this legend—"Wider Use of Schoolhouses"—is advised by the committee, which proposes to supply them on order.

A PROGRESSIVE NEW JERSEY COMMUNITY

Cape May County Instructors Advocate Vocational Schools

OCEAN CITY.—At the Cape May County Teachers' Institute, County Superintendent A. W. Hand outlined the plan of a movement now on foot to establish vocational and agricultural teaching in the county. The move has the endorsement of the county board of freeholders, of Pomona Grange and of the Associated County Board of Education.

The plan is to begin the vocational and agricultural teaching in certain places in the county where from twenty-five to thirty pupils or more will attend. They must be boys at least fourteen years of age, though no male above that age will be excluded. No separate building will be necessary. A special teacher will be employed for the entire year and he will, during some of the time give instruction in actual work on farms.

Mr. Hand instructed the teachers of the assembly to begin at once the enrollment of those who wish to become pupils and report to him. All who enroll must have completed at least five grades of regular school work.

Councils of female pupils in the county are to be formed in the school districts. All women may join. The object is to increase interest in household arts and to give instruction in the same.

At the Aldermanic hearing on the 1915 budget, William H. Maxwell, City Superintendent of Schools of New York, said he

was in favor of a shorter vacation period for the public schools. He said he had suggested to the Board of Education five years ago that continuation classes be held for at least six weeks during the summer to help backward pupils, but that no action had been taken.

BEHIND EUROPE IN VOCATIONAL WORK

Public Schools Must Do More to Give Child General Training

Dr. Thomas M. Balliet, dean of the School of Pedagogy, New York University, recently gave an address before a county teachers' association in Springfield, Massachusetts. The address in part follows:

"We are just waking up in this country to the fact that we are far behind Europe in providing vocational education. It is only within the last dozen years that educators and the public have come to recognize the fact that the public school must do more than give the child general training; that it must, above all things, fit him to do a specific work in life which is of value to society and by which he can earn a comfortable living. In Germany there is not a calling requiring skill for which there is not a school in which one can fit himself for it. This means national efficiency as well as education. But we are still in the habit of contrasting sharply liberal or general education with vocational training, as if the two were utterly distinct. I wish to point out both the sphere and the limitations of vocational education. It is a fundamental principle that all effective education of any kind must appeal to the pupil's native interest, and the main sources of this interest are the radical instincts. Any education that is not grafted upon these deep, inherited racial interests is soon shed by the mind and does not touch character deeply.

Citizenship Preparation

"First: Today most of our political questions are at bottom economic questions, and no one can form an intelligent opinion to express at the ballot-box unless he has had at least an elementary knowledge of economic science. Second: A large number of the questions to be decided at the ballot-box and by legislatures rest on a sociological basis, and no one can understand them who does not have at least an elementary knowledge of sociology. Third: Questions of health are no longer questions of personal health so much as questions of public health. Every pupil going through a high

school should be required to study the sciences underlying these problems of public health, and should be required to pursue a specific course in public hygiene. Fourth: In every city there should be a course in the high school dealing with the most important city problems not included in the above. These four lines of study should be compulsory upon every pupil in every high school.

"Until about a dozen years ago it was universally assumed in this country by the public, and by educators, that the function of the public schools was to give general training and not to teach specific trades. Today there are those who advocate that the whole curriculum should be vocational in character. It is my purpose to point out the function and the limitations of the vocational idea in education.

"That the public schools should, above all else, fit a child at the proper age for some definite calling in which he can earn a comfortable living; and render to society a valuable service, is without question. That this should have been recognized in this country only so recently is an amazing fact. Life consists of things to be done, and if education does not fit a child to do some specific work of value it fails to educate him for life. We need, therefore, trade schools of every variety. In Germany there is no line of skilled labor for which there is not a school in which one can fit himself for it. We must come to this in our own country, and without delay. We must give children in the elementary schools more manual training which will prepare them for the learning of specific trades. We must establish trade schools as day schools for children of the proper age. We must establish special trade schools for those who must spend part of their time in shops. We must establish a great variety of evening schools for those who cannot attend school in the daytime.

Far-Reaching Effect

"All this is getting to be generally recognized. But few people recognize that the vocational idea is going to affect education all along the line, and at some points will necessitate revolutionary changes. We have already differentiated our high schools into three types—the literary, the commercial and the technical. In the West the agricultural high school is in process of evolution. This differentiation in secondary schools is due to the recognition of the vocational ideal. In our colleges we are already recognizing this ideal, in that we credit both toward the A. B. degree and toward medical and other professional degrees the last two years

of college work. The college course no longer serves merely for general education, but the last two years are given through the elective system a distinctly vocational bent.

"Chicago University has divided the college into junior college and senior college, this is a temporary arrangement—the senior college will ultimately, without doubt, be transferred to the professional schools, and the junior college be added to the strong high schools of the country and the college, in its present form, will disappear. In the West certain high schools have already undertaken two years of college work. As soon as medical schools, law schools and other professional schools make two years of the present college the standard for admission, the college will no doubt disappear. No college can maintain itself with a two years' course whether it be the two lower or the two upper years. Furthermore, if we add two years to our present high school course, we shall give students as broad, general preparatory study as is given in the countries of Continental Europe, where there are no institutions like the American colleges. The American high school is likely to add also two years of the elementary school course, making a total curriculum of eight years, somewhat like the secondary schools of continental Europe. This is especially desirable to enable students who are to go to universities to take up modern languages earlier, and modify their whole curriculum with reference to their subsequent work in the university. The objection that foreign secondary schools are not democratic is nothing against our adopting with modifications their organization. Their undemocratic character lies not in their organization but in the fact that they charge tuition fees, which shut out the poor, and the classical type, at least, gives a curriculum which is of little practical value to poor children who cannot afford to go to a university."

REASONS FOR VOCATIONAL SCHOOL

Reasons for recommending the establishment of a county vocational school in Middlesex County, New Jersey, are given in the recently printed report of the special committee appointed by the County School Board Association to examine into the need for such a school.

A comprehensive survey of school and industrial conditions in the county was made by the committee and a study of voca-

tional schools in the State, including the Boys' Industrial School, this city and schools in Jersey City, Bayonne and Atlantic City.

As a result of the investigation the committee found that in the county 1,113 pupils left school without completing the elementary course. Of these the greatest number entering any one phase of activity was 447, who began wage-earning as factory employes, 232 were classed as home workers, 114 store work, 60 farm labor and 260 other work.

Heads of manufacturing interests were written to for their opinions as to the value of special training and the establishment of a vocational school. Practically all declared themselves as favorable to such a plan and a list of sixty manufacturers who expressed approval is printed with the report.

In closing the report the committee urged the establishment of a county vocational school on these grounds: "In view of the favorable indorsement of vocational schools by the national and State school authorities, the excellent work being accomplished in other States, as well as this State and the fact that many of the cities and some of the counties in this State have already taken advantage of the generous provision made by our Legislature for the benefit of hundreds of children whose parents require their financial help as bread winners as soon as the law will permit, and in further view of the fact that there are over 1,000 pupils, in the opinion of your committee, who yearly leave the public schools of this county before reaching the eighth year of work."

WOULD FORCE TRADE COURSE

California Plans Compulsory Vocational Education in Schools

Housewifery and other vocational subjects will be taught boys and girls of California if the legislative measure just completed by E. R. Snyder, Commissioner of Industrial and Vocational Education, is adopted by the legislature at its next session.

The law would compel every youth in the state to learn a trade, even if he aspires to professional or scientific life. It provides for compulsory vocational education, such as baking bread, taking care of infants, blacksmithing, millinery work, sewing, carpenter work, agriculture, cooking, bookbinding, printing, dairying, gardening and kindred subjects, to be taught in all school districts.

EDUCATIONAL FIELD OF THE Y. M. C. A.

What Is Being Accomplished in One of the Large Branches in New York City

By EDWARD L. WERTHEIM, Educational Director

During the twelve months just ended three thousand and one students were graduated from educational classes of the West Side Young Men's Christian Association, Eighth Avenue and Fifty-seventh Street. This is the largest Y. M. C. A. educational work in the world, with a curriculum covering over forty subjects, all of them practical and designed to help men fill a larger place in life. To meet the requirements of students, most of whom are employed during the day and who have only the evenings for self-improvement; practically all the educational work is given at night.

It is a policy of long standing to co-operate with firms, and many of the classes have been started at the suggestion of business men, who, being out in the world of business, are able to know the specific needs for particular kinds of education.

Many firms have co-operated most willingly with the Y. M. C. A. and have given it generous support.

This is particularly true of the Automobile School, where more than a hundred men a month are given instruction, day and evening, in driving automobiles and in understanding the intricacies of the various types of motors together with their operation and repair. Much of the equipment in the Automobile School is the gift of manufacturers.

The Automobile School in the motor truck department has an equipment worth many thousands of dollars loaned by the International Motor Company, and prospective drivers for this company receive their training in the school.

Drivers in charge of the automobile fire engines of Hoboken, N. J., who have been highly praised by city officials as well as the newspapers of that city for the skill with which they handle the heavy apparatus in crowded sections of the city, received their training at the Y. M. C. A. Automobile School. Many of the largest firms in the city send their prospective chauffeurs to the school and give the men employment as soon as they can show their diplomas proclaiming them efficient in driving and in the operation of motors. The Fleischmann Yeast Company, deciding to replace their horse-drawn vehicles with

the more efficient automobile, sent their old wagon drivers to the Automobile School in groups and afterwards put them in charge of the automobile delivery wagons. There is no more difficult task in automobile driving than that of handling the large coal trucks carrying several tons of coal through the congested streets of New York City. Many of the men in charge of the Weber-McLoughlin Coal Company trucks are graduates of the Y. M. C. A. Automobile School.

Most of the steamship companies docking in New York City have men on their vessels who have been helped to a higher degree of efficiency through the New York Nautical College which is under the direction of the West Side branch. The College helps men who have been oilers and assistant engineers on board boats to pass examinations as licensed marine engineers. All branches of seamanship are taught as well as a special cadet course for American boys under twenty-one years who wish to go to sea, but do not wish to enlist for three years in the navy. Various steamship companies take the boys trained by the College.

During the educational season last year the Y. M. C. A. co-operated with several public utility banking houses by which a course in Public Utilities was given with lectures every Monday evening from March 2d to May 11th, inclusive. On the committee in charge of the lectures were such men as Henry P. Davison, of J. P. Morgan & Co., and Frank A. Vanderlip, President of the National City Bank.

The American Sales Multigraph Company two seasons ago stated that there was a demand in offices for boys who could operate their multigraphs. The educational department in co-operation with the company opened a Multigraph School. Boys have been sent from the school to almost every kind of business house in the Metropolis. Not only were the boys able to earn a larger salary than would have been possible without this training, but business houses were able to get boys with the necessary training. Previous to the establishment of the Multigraph School it was necessary to give the boys their training in the office or at the American Multigraph Sales Company.

Hundreds of offices have in them men who can remember thousands of facts regarding their business without the use of pencil or memo pad or reference books. They received the Berol course in memory training. This is one of the most popular courses ever opened by the West Side branch, and it is the

first time a personally conducted course in memory training was ever attempted.

Students of the memory class, almost without exception, state that they are taking the course, not because they wished to amuse themselves, but because they intended to make use of their improved memories in business.

Another phase of co-operation between employers and the West Side branch was in a series of very successful Efficiency Conventions held last Winter and Spring. Eighteen large firms joined in the movement to provide a training in efficiency methods for their employees. So well was this work appreciated by the different concerns that the expenses were all paid by the employers, each firm sending a group of men.

After the close of the Efficiency Conventions a course in handling human nature was given, intended for men who are heads of departments and who are in charge of employees. This course proved immensely popular.

Some of the educational work meets only a temporary need, while other courses continue and become an established work, as the Automobile School, which now has a separate building and the full time of twenty instructors, with an equipment valued at between \$25,000 and \$30,000. The New York Nautical College, which is under the direction of the Y. M. C. A., is also an established institute with equipment probably not found in any other college of its kind in the country. In this work the Y. M. C. A. co-operates with the Seamen's Church Institute, classes meeting in the large new building of the latter at No. 25 South Street during the day, and even classes for yacht and motor-boat owners meeting at the West Side branch.

This branch was the first association in the country to start vocational classes, the first being one in Interior Decorating. This inaugural class was started at the suggestion and with the hearty co-operation of William Sloan Coffin, who, graduating from Yale, and finding nothing of this kind in the city, proposed a course in Interior Decorating to meet the requirements of men employed in the trades where such knowledge is useful.

The method of instruction in the Y. M. C. A. work necessarily differs from that used in high schools or colleges. It is more like the problems that men experience in their own work. In some instances it amounts practically to a conference of men in similar lines of work under the direction of a skilled leader.

Over forty subjects are taught in the educational classes.

Among them are foreign languages, public speaking, structural engineering, commercial subjects in all branches, mathematics, Finance Forum, business efficiency, interior decorating, nautical subjects, stenography and typewriting and stenotype.

THE DRY GOODS ECONOMIST SCHOOL

An Institution Which Is Providing Practical Education for Employees in Retail Stores

By JAMES W. FISK, Manager Salesmanship Division

The Economist Training School is an institution which is providing practical education for employees in retail stores who wish to advance beyond the ranks. This was organized primarily not so much as a profit-making institution as to fill the demand for trained men on the part of retailers subscribing to the *Dry Goods Economist*. The subjects taught in this school are confined entirely to the activities of the retail store and comprise advertising, salesmanship, window trimming and show-card writing.

Since its inception the school has graduated more than two thousand display managers, advertising men and salesmanship instructors.

The methods employed in the instruction of window trimming are, first of all, to have the instructor trim the window while the students sketch the operations necessary. This trim is then taken out and the students are required to duplicate it, and their work is criticised in such a manner that they soon attain proficiency.

These displays are installed in windows the exact duplicate in size of the average store window. A complete stock of merchandise in all lines is carried for the students' use so that the trimming is done with actual merchandise such as would be used in a retail store.

One of the special features of this instruction is that of full-form draping without cutting the goods. The student is shown how to drape fabrics to represent actual garments. More than seventy-five different drapes are being used. Necessarily this branch of instruction must be regulated according to the demands of fashion, and new ideas are not only originated but adapted so that the student will be able to display merchandise in the most approved fashion.

All necessary fixtures are provided and instruction is given in making fixtures in the event that the trimmer finds the store unsupplied.

The effect of colors is given very careful consideration, and every possible effort is exerted to produce not only artistic displays but those which will aid materially in selling the goods.

It has been said that the best way to learn is by doing, and the truth of this saying is apparent in the results attained by this school.

The advertising courses are conducted on much the same plan, the student being obliged to actually write and illustrate advertisements, plan special sales, keep advertising records and attend to all of the other duties such a position would involve.

The courses in salesmanship are intended primarily to teach instructors in retail selling for department stores. These courses are the outgrowth of a demand for more efficient individual services in stores of all sizes. The retailers of this country have, at last, come to a realization of the fact that the future prosperity of the store depends not so much on prices as service. The alert manager of the modern establishment appreciates that selling is the most important function of the retailer, and that those who actually dispose of the goods represent the source of all profit.

The problem of salesmanship instruction is attacked from an entirely new and different angle. The teaching comprises demonstration sales in which one student poses as the customer and the other as the salesman, and the class criticizes what goes on. This criticism is based upon analytical charts which bring out the definite points of selling. First of all, the sale is divided into six parts: (1) Attracting the attention of the customer. (2) Arousing interest in the goods. (3) Creating desire for the goods. (4) Closing the sale. (5) Introducing other merchandise. (6) Securing the customer's good-will.

A total of one hundred points is sub-divided among the subjects mentioned in the following order: First subject, twenty points. Second subject, twenty points. Third subject, fifteen points. Fourth subject, twenty points. Fifth subject, ten points. Sixth subject, fifteen points. These are again sub-divided so as to take up each detail of every portion of the selling transaction; for instance, the first subject of attracting attention, which represents twenty points in the total of one hundred per cent efficiency, is divided in the following manner:

Attracting Attention—Total, 20 Points

1. Promptness (4)	Alertness, watchfulness	1
	Discontinuing other work	1
	Rapidity of advance	1
	Point at which customer is met ..	1
2. Physical attitude.. (4)	Showing recognition	1
	Showing expectancy and deference	1
	Appearing energetic	1
	Self-confident bearing	1
3. Facial expression. (2)	Pleasant	1
	Expectant	1
4. Attentiveness ... (2)	Unexpected service	1
	Catch customer's first words	1
5. Form of speech . (4)	Courteous	1
	Suited to customer	1
	Offering services immediately	1
	Using customer's name	1
6. Tone of voice .. (4)	Audible, distinct	1
	Sincere	1
	Rhythmical	1
	Suited to customer	1

—
20

The succeeding subjects are sub-divided in much the same manner, so that almost every movement on the part of the salesman and every word spoken comprises one point in charting his efficiency. Complete instruction is given for the formation of classes, for equipping the school-room in the store, for dividing the store force so as not to interfere with business, and for following up class lectures with personal interviews.

Graduates of this particular division have been placed with State Universities, chains of stores and individual retail stores as well as appearing as independent lecturers on salesmanship.

In many instances practical results have been reported showing that inefficient salespeople have been transformed into producers. In one particular case, that of a Canadian store, several specific instances have been noticed where after instruction the sales of a certain individual have doubled.

Another outgrowth of this course is its adoption by manufacturers who wish to instruct the clerks in retail stores carrying their merchandise as to the best method of selling. These manufacturers' instructors travel from town to town and teach the retail clerks in stores how to sell their products.

Due to the fact that competition in buying and selling has made unusual superiority in merchandise values almost impossible, the greatest development in future merchandising must come through the services of the salespeople in our retail stores.

Supplementing each course is a series of lectures delivered by the members of the *Dry Goods Economist* staff, who are all graduate retailers and each a specialist in his particular line. These lectures cover not only methods but merchandise and represent the most advanced ideas of the day.

The course in show-card writing is the result of years of careful experience along the line of originating, designing and painting show cards that do everything that a good show card is alleged to do—give good merchandise the proper atmosphere, tell a selling story wherever they are displayed, stimulate interest in a store and its departments; in brief, everything that any kind of good publicity does. Not only is the student taught the correct method of handling the pen and air brush and the execution of the various styles of alphabet, but every detail in connection with the painting of artistic and attractive show cards has been planned.

It has not only been carefully planned, but plans have been carefully carried out time and time again with the utmost satisfaction both to the learner, and the teacher, and finally to the employer of the student who was trained.

The Economist Training School has passed its experimental stage in all its courses, and especially in this particular one. The student is taught to paint his cards quickly, using the practical single stroke alphabets. He paints his cards from a merchandise basis, not merely from an artistic standpoint, though neither the artistic touch nor the careful proportion that is part of a good show card is neglected.

This course is under the personal supervision of men with years of actual experience in show-card writing work, and is taught both by correspondence and personal instruction.

The tuition fee received from the student does not begin to pay the costs of such complete courses as the Economist Training School is compelled to give, but the far-reaching effect

of educating the coming executives in retailing cannot be overestimated.

The school welcomes inspection by visitors whether interested in its particular branches of instruction or not.

COURSES AVAILABLE FOR EXECUTIVES

The Alexander Hamilton Institute Specializes for Those Who Seek Positions of Authority

By W. H. LOUGH, Vice-President

Fifty years ago—or even twenty-five years ago—there was little need for an organized study and digest of business knowledge. With few exceptions, business concerns were small enough to be personally managed, even as to details, by one or two executive heads. The markets were, for most commercial products, limited to the localities in which they were made. Generally speaking, there were only a few opportunities for rapid expansion.

These statements are, of course, generalizations. Many exceptions to them can be found. In the main, however, comparing the business of today with the business of a generation or two ago, they are correct.

Improvements in transportation, communication, credit facilities, large scale methods of production and the like have wrought great changes. Three striking tendencies, which are still in evidence and seem likely to continue indefinitely, should be mentioned:

(1) The continual tendency toward larger and more complex business organization. Long as we may for the old régime of comparatively small, independent firms, it will not return.

(2) The increasing rapidity, action, movement and change in business. The pace is becoming faster. Decisions must be made more quickly. So slight an improvement as the introduction of the night letter has had an appreciable effect on the speed with which business affairs are conducted.

(3) The increasing difficulty and importance of problems that business executives are called upon to solve. This is a necessary result of the other two tendencies referred to.

These tendencies have created a strong demand for im-

proved business methods, better trained business men and more exact business information. The Modern Business Course and Service is an answer to this demand.

It is not, by any means, the only answer. Executives and corporations all over the country—in fact, all over the world—have been for many years consciously applying scientific methods in the study and solution of their problems. Generally speaking, the firms that are most progressive in adopting such methods are the concerns that are today the leaders in their line. Many valuable business books and magazines have been issued and they are coming in growing numbers. Within the last twelve years a great many schools of commerce of university grade have been organized in all commercial countries. Through all these efforts a better and more exact knowledge of the principles that should be applied in organizing, accounting, producing, selling, financing and other business activities have been built up.

The Modern Business Course and Service is conducted by the Alexander Hamilton Institute, which is an organization of business executives and specialists in business subjects. It might properly be called a professional, or at least a semi-professional, organization. Its functions are:

- (1) To make investigations and systematically collect information as to business practice and principles.

- (2) To organize this information and put it into usable form.

- (3) To transmit the information that is of general use to business men through the Modern Business Course and Service.

The Institute has been in existence for about five years. Before it was organized, about two years were spent in preparatory investigation and writing. A number of the men who are active in the Institute are or have been members of the faculty of the School of Commerce, Accounts and Finance of New York University. There is no official connection of any kind, however, between the institute and the university.

The course is designed for two groups of men: those who are already in executive or semi-executive positions, and young men who have brains and the ambition to become business executives.

The work of the Institute has appealed with especial force to men connected with large corporations, whose work is necessarily specialized and does not offer the opportunity for gaining a broad knowledge of business conditions and methods.

INTERNATIONAL CORRESPONDENCE SCHOOL'S NEW PLANS

Have Revised Their Courses To Meet the New Demands of Industry

By J. FOSTER HILL, Manager Field Employment Department

Editor Bulletin: In reply to your request for an article, stating in a general way what the International Correspondence Schools are doing, or are prepared to do, in the way of assisting industrial and public service corporations who desire to educate their own employees. For twenty-three years we have been preparing and improving instruction pamphlets and reference books suitable for home study, and we now have Courses covering almost the entire field of technical knowledge, except the professions of Law, Medicine, and Theology. During the same time we have enrolled over seventeen hundred thousand students in the various Courses, and have thus been able, not only to thoroughly test the suitability of the reference books and instruction papers, but to develop a complete and thorough method of giving instruction by correspondence in all of the subjects included in the Courses which we have prepared.

Employers and apprentice-school managers have in the past frequently desired to purchase elementary instruction papers from us, but until recently the sale of such papers has been limited to individual students who have enrolled for one or more courses of study, and the instruction papers sold to a given student were limited to those which were included in the particular Course in which he was enrolled. At the present time, however, the Schools are willing under certain conditions to try the plan of selling elementary instruction papers to industrial and public service corporations, who have, or desire to have, regularly established schools for apprentices.

So far the activities of our salesmen have been largely confined to seeking and enrolling individual prospects wherever they could be found, and comparatively little has been done in the way of soliciting officials of corporations for wholesale enrollment among their employees. We realize, however, that the management of corporations could generally co-operate with us to great advantage in encouraging enrollment among their employees and especially in inducing them to devote the necessary time and effort to their studies to enable them to make satisfactory

progress. In fact, several corporations have already undertaken this task and have established schools in connection with their plants for the education of their employees. The expense of conducting these schools is borne partly by the employers and partly by the students. The employers furnish the school room, light, heat, plain furniture in the shape of tables and chairs, and pay local instructors (who are generally public school teachers) a moderate sum for their services on the evenings during which the schools are in session. The students pay for their Courses in the International Correspondence Schools, being given a special club discount from the list price. They study from the International Correspondence School instruction papers and send their written lessons to the Schools at Scranton, Pa., just as other students do. The instructors at the local school simply help the students over hard places in Mathematics, Physics, etc., encourage backward students to persevere, and inspire the more diligent to still greater effort. Records of attendance and progress are kept by the instructors at the local schools, and copies of the percentage slips, sent to each student with his corrected lesson papers, are sent from the headquarters of the Schools at Scranton to the instructor at the local school or to some other properly designated representative of the employer, so that the progress of each student may be carefully recorded for the inspection of any officials of the corporation who may wish to be informed as to the work being done in the local school, or the educational attainment of any one employee.

The students enrolled in these apprentice or shop schools are generally the most ambitious men and boys. The Representatives of the International Correspondence Schools who enroll them as students advise them to take advantage of the opportunity offered by the local school. These students understand that their employers are interested in and are watching their progress, and therefore they are more likely to devote their spare time to their studies than are those students who are enrolled without being connected with a local school.

In aiding corporations in the education of their own employees, we shall be able in some cases to make up special Courses where those which we have at present are not exactly suitable. By eliminating certain instruction papers from a Course and substituting other papers, which may be selected by the officials of a corporation, we can generally provide such a Course as is needed for their particular employees. We have, or can pro-

vide, the text-book writers, illustrators, instructors, and the entire machinery for carrying on such work to an almost unlimited extent. Where a particular corporation employs a large number of men, and especially if the Course desired is already prepared or can be adapted by the selection of papers already written, we would generally be able to provide the necessary books and instruction at a small fraction of the cost that would be entailed if a corporation undertook to write up its own Courses and to establish its own independent schools.

There are at the present time in the United States thirteen million men between twenty-one and thirty-five years of age, and less than five per cent of them have had any direct vocational training. Here are nearly eight times as many good prospects as we have enrolled during the past twenty-three years. Furthermore possible new recruits by the hundreds of thousands are coming from the public schools every year. We, therefore, welcome the co-operation of employers of labor in this work of encouraging workmen to utilize their spare time in improving their technical education by taking one or more of the Courses in which we can provide instruction.

TO LEARN HOW TO SELL

First Vocational Course Planned for Capital Schools

The introduction of courses in salesmanship in the Washington, D. C., public schools is being planned by Superintendent of Schools Ernest L. Thurston, who said that this probably would be the first branch of vocational instruction taken up there. Courses in the art of selling have proved successful in schools where they have been tried, Mr. Thurston believes, and he will endeavor to have similar instruction given in several of the grades without making radical changes in course of instruction now in vogue in the district.

Mr. Thurston plans to extend the course to all the high schools, and probably to the eighth grade. The course, he says, will fall short of its purpose unless it gives boys and girls an opportunity to receive practical business training before leaving the graded schools. Fifty per cent. of the clerks in stores, it is believed, have not received a high school education.

VOCATIONAL EDUCATION IN INDIANA

Much Has Been Accomplished Under the New Law

(Indianapolis News).

When the vocational education bill was made a law by the last legislature, it was regarded as one of the pioneer measures of its kind, as only a few states are putting into practical effect the general feeling all over the country that the public schools should give training in the vocations, as well as training of the classical kind. Much has been accomplished in Indiana since the law went into effect, although it was realized by the educators that the establishment of the new system would be a slow process.

Instruction in elementary agriculture, domestic science and the industrial arts has been making rapid progress for several months. The sections of the law making provisions for special vocational work did not go into effect until the first of September, but a number of departments and schools already have been established. W. F. Book, a former member of the faculty of Indiana University, who is working under State Superintendent Great-house as director of the vocational education movement, has made the following report to the State Board of Education.

"Vocational departments and schools doing special vocational work in homemaking and preparation for certain trades and industries have been organized at South Bend, Brazil, Anderson, Muncie, Indianapolis, Fort Wayne and Brookville. Plans are already completed for beginning vocational work in a number of other centers in the next few weeks.

Evening Work Centers

"Muncie has started five centers for evening work in home-making. South Bend has organized five centers for home-making and established an all-day school for carpentry, pattern-making and printing. Indianapolis has organized vocational departments for printing, machinists, electrical workers, and is making plans for an all-day vocational school. Brookville has established an evening school for home-making, and will probably also organize part-time work for the young people in her furniture factory. Fort Wayne has established an all-day vocational school, and is planning for an evening vocational school. Evansville started an evening vocational school for carpenters, machinists, sheet-

metal workers, electrical workers, and a school for home-making, October 12. Anderson began work on October 5.

"Brazil dedicated its new home-making school September 18. This consists of a ten-room house, specially fitted up for the vocational home-making work. It contains a home kitchen, large cooking laboratory, double room for sewing, a dining, reception and bedrooms, suitably equipped for all aspects of home-making instruction. For most of the day this home is used by the high school girls for their regular domestic science work. From half past four to half past ten in the evening it is used for vocational work for the women of the town. During an afternoon a week and on Saturday it is used for day vocational classes. The plant is being used at present from 7:30 in the morning to 11:30 at night, and on Saturdays. It accommodates about three hundred students and women studying home-making. The building and grounds were purchased and furnished by the local school board, and stands on the same lot with the high school.

Special Unit Courses

"Special unit courses for the home-making work and for the part-time and evening vocational work in preparation for the trades and industries now taught in these vocational schools have been prepared and the work already organized is being carefully supervised. Great interest and the finest possible spirit of co-operation is being manifested by the school authorities in these several communities and throughout the state.

"It is the idea not to organize more vocational schools than can be properly organized and supervised, and it is hoped to get these established in different types of communities so that other communities in the state may profit by the experiments in vocational education this year."

Mr. Book's report shows that thirty-two county agents of agriculture have been appointed by Purdue University and are giving practical help to the farmers of their respective communities. Z. M. Smith is working under Superintendent Greathouse as supervisor of agricultural studies in the schools. Instruction in elementary agriculture, domestic science and industrial arts was introduced and given in 196 of the 200 cities of the state last year. Eighty-four cities taught all three subjects; one hundred cities taught two of the subjects, and twelve cities gave instruction in one of the industrial arts subjects.

PLAN OF INDUSTRIAL SCHOOL IS TO FREE WORKING WOMEN

**Training is Intended to Give Them Strength to Stand For
Selves**

(Kansas City Post).

Mrs. Raymond Robbins, president of the National Women's Trade Union League, thinks real freedom and dignity can come to the working woman only when she becomes bold enough to stand for herself and her comrades. To illustrate her point, Mrs. Robbins, in speaking of the training school for women organizers, says:

"I have only to look at the change that has taken place in the girls with whom I started when the national league was organized ten years ago, to know that the few, given a chance can, in turn, liberate the many. Those girls, young, timid, backward then, are now big, self-contained women. And there cannot be self-government in any industry until all the women workers overcome their timidity and become willing to accept the responsibility of decisions on their own behalf.

"There are plenty of women of so-called 'educated classes' who have been fighting for the working woman, but it is intended that this school shall enable her to do the work for herself and so give her initiative and confidence.

"Of course, it may be possible to send for twenty-five of the girls. We hope to do so. The work of the universities was so splendid last year that we have asked for an extension, and have it, and now, if we can possibly get together the money we are going to send for every girl who wants to come to the school.

"The dreadful thing about modern life is that the question of earning their living should be of so paramount an importance to most girls that they have no time or strength to devote to constructive work, unless, of course, they may be educated so that they will be of enough value to a city organization to prevent their having to go back to work in the ranks just for the necessities of life.

"But given the chance, there is no denying what they can do. Take, for instance, Agnes Nestor, appointed by President Wilson to a place on the industrial education commission, and by trade a glove-maker. She is one of the hundreds who might be great if only taken out of the ranks. The purpose of the school for industrial education is, if possible, to free them all."

VOCATIONAL CLASSES FOR GIRLS

Even the Latest "Visiting Housekeeping" Included in New Minneapolis Plans

(Minneapolis Tribune)

Lines of work in which young girls can readily be trained efficiently are to be taken up in the classes for girls in a vocational high school to be carried on by the school board, if present plans are put into effect. Among these will be included the latest occupational venture for women, that of paid visiting housekeeper. In Eastern cities women skilled in marketing and planning of meals take charge of that work for a dozen families. There is a demand for such service and the vocational high school work for girls here will recognize it and train girls for it.

May Train Nursemaids

This is but one of the many vocational classes for girls which it is hoped may be featured. The demand for trained nursemaids—girls who can intelligently prepare proper food for children as well as bathe, dress and amuse children—is sufficiently strong in Minneapolis, it is believed by school authorities, to make this a branch of the work.

Girls are to be taught also how to specialize in making pastry, canned goods, bread and rolls, pies and cakes. Emphasis now is being placed in all the domestic science work in the public schools, on the advantage of pupils making good things to eat at home and offering them for sale. Pupils are thus induced to practice what they learn in school and they are unconsciously learning lessons of thrift.

Employment Bureau, Too

It is also the intention to establish an employment bureau at which women who wish to entertain and who want assistance of waitresses, or girls who have had some experience in catering, or who can aid with cooking for parties, will be able to secure such help cheaper than elsewhere. The intention of this part of the work will be to enable the pupils to earn some money and also to get practice.

Restaurant cooking, waiting on table as it is done in res-

taurants, headwaitress work and training of cashiers will also be features of the vocational work for girls, if there proves to be a demand for these lines of work. Commercial arithmetic will be one of the side lines taught in connection. Fine laundry work, millinery and plain sewing are also contemplated.

Superintendent Spaulding believes the board of education will be able to take care of classes accommodating 100 girls in all, and it is expected the work can be started within a month at the old Central High school.

PHILADELPHIA EDUCATORS DISCUSS PLANS TO BETTER CHILD EDUCATION

Prof. William F. Gray, Deprecating Night Study, Advocates Day Continuation Schools in Co-operation With Stores and Factories

Proprietors of industrial establishments employing children who have left school before completing the work of the eighth grade should set aside at least six hours a week in which these employes might continue their studies, according to Prof. William F. Gray, principal of the Central Evening High School of Philadelphia. He expressed this view at a recent meeting of the Public Education Association.

"No employer should expect children between the ages of 14 and 16 to work continuously from 9 o'clock until 6," asserted Professor Gray, "and certain establishments, including the Curtis Publishing Company, the Wanamaker Store and Strawbridge & Clothier have already established regular educational branches for their employes. I firmly believe, after years of experience in night school work, that continuation studies for children who leave school at an early age should be carried on in the day time.

"The expense incurred by firms allowing their young employes to spend six hours a week in educational work during paid time would, in the end, bring returns, for education increases the general efficiency of every individual. I believe that the Board of Education should take this matter up and offer to establish regular continuation classes in our industrial centres and seek the co-operation of employers. This might not bring any general response, but it is worth trying."

Dr. George Wheeler, Associate Superintendent of Schools,

during the general discussion of the topic, "Leaving School and Entering Industry or Business," outlined a plan for revising school courses so that pupils reaching the age of 14 or 16 would be in a junior high school.

This junior high school course of three years should be introductory to a senior high school course of the same length, he said. A rearrangement of grades in the elementary work would be necessary, but the number of years spent in the public schools would remain the same. In support of this plan, Doctor Wheeler said:

"Most children reach their restless age and leave school between the 14th and 16th years. If they were well launched in their high school career at this age, it is highly probable that the desire to leave off scholastic work would be modified.

Henry J. Gideon, chief of the Bureau of Compulsory Education, in speaking on "Causes for Leaving Elementary Schools," said: "It is a great temptation to parents, who see a possibility of improving living conditions by the addition of a few dollars a week to their family income, to permit their children to cease learning and begin earning. This shows failure of both parent and child to recognize the important relation between the school work and the occupations of after life. This should be demonstrated on them.

"There are two ways of keeping children in the school," he added. "One is to educate parents regarding the real value of higher training, and the other is to increase the age limit to 15. The whole question is a matter to be decided by the public."

Mr. Gideon showed by the last school census that approximately 50 per cent. of the school children in Philadelphia are failing to reap the full advantages of the public school system.

William R. Scott, educational director of the Wanamaker store, explained the system of training used there, whereby boys frequently developed into aisle managers and department heads.

Arthur J. Rowland, Dean of the Drexel Institute, presided.

Removal of county and state school superintendents from politics, establishment of a free teachers' employment bureau, better vocational training, a special rural department in normal schools, state pensions for teachers and sanitary hospitals for the treatment of the criminal, were some of the recommendations made by the Nebraska State Teachers' Association at the close of its recent meeting. A crowd of 3,000 teachers voted on the resolutions, which were carried without a dissenting vote.

EDUCATION OF APPRENTICES IN GERMANY

Various Methods Prevail, but All Tend to Convert Boy Into Expert Workman in His Line

The education of apprentices in German foundries is described by Dr. Otto Brandt in a dissertation that is attracting considerable attention in this country, according to reports received at the United States bureau of education.

Various methods of instruction prevail. Frequently the apprentice is assigned to a skilled workman who instructs the boy and in return gets the larger pay resulting from the efforts of both. If the boy makes such good progress that the teacher-workman's earnings increase rapidly, the boy is paid part of the proceeds. The pay is very small, however, from the American point of view. In large machine shops the foundry apprentices are formed into special classes for instruction in foundry work. If there are not enough boys for a special class, they receive general instruction in the industrial continuation school.

With some concerns all the apprentices are instructed together the first year, and specialize during the following three years. There is no uniformity with regard to subjects and time allotted them; the schools range all the way from one class with four hours a week of instruction to a complete three-class system with a preparatory department and 12 hours of teaching. Some of the schools give merely technical subjects, while others offer the customary continuation school branches.

Industrial training of this sort is practically compulsory, it must be remembered. The employer is compelled to send all employes under eighteen years of age to a continuation school for a prescribed number of hours per week. He is at liberty to maintain a school of his own, but it must conform to government standards.

A typical school program includes: German, two hours a week, with letter-writing—business forms, bills, receipts, etc.; materials, two hours, comprising a study of ore processes, blast furnaces, Bessemer, open-hearth furnace, etc., and woods, their kinds, properties, and diseases; arithmetic, two hours a week, particularly business arithmetic—cost of materials and freight charges, etc.; drawing, six hours a week. During the latter part of the course business law, civics, and industrial history are introduced. Some of the schools have session from 7 to 9 a. m.;

other 5 to 7 p. m., or at any convenient time; and a few hold sessions for an hour and a half or two hours on Sunday, though Sunday school work is no longer as frequent as it used to be, either in municipal industrial schools or shop schools. American foundrymen are interested in Dr. Brandt's description of German foundry school conditions because of the light it may throw on the similar problem in this country; and they are especially impressed with his summary of the purpose of the continuation school, as quoted from the Prussian minister of commerce and industry: "The compulsory industrial continuation school should aim at the vocational education of the young people between fourteen and eighteen years of age, to promote that education, and to train them to become valuable citizens and respected men."

FROM THE BUSINESS STANDPOINT

In discussing "What Commercial Organizations Can Do for Vocational Training," before the state convention of Commercial Clubs of Indiana, John A. Lapp, of Indianapolis, director of the bureau of legislative information, said the chambers of commerce should, in co-operation with the schools, survey the educational possibilities of every line of industry and commerce within the city. Second, they should enter upon the campaign of education of all members in the broader aspects of vocational education. Third, they should urge their members to keep in closest touch with the activities of the schools. Fourth, they should co-operate with the schools in the establishment of part time courses for boys and girls between fourteen and eighteen years of age, who have gone to work in their shops, in order that these boys and girls may be properly trained for a life's work. Fifth, they should co-operate with the schools in the establishment of evening courses for the purpose of training their workers for greater industrial efficiency. Sixth, they should bring to the school men the practical element which is so seldom found among the directors of our education. They will thus be influenced by educational ideals of the school men, and will influence the school men for practical good. Seventh, the most important way in which they can serve the cause is by a campaign for the education of the school boards themselves.

The convention endorsed the new state vocational law.

PART TIME EDUCATION IN SYRACUSE

In aid of the effort to make the work of the new Vocational High School as practical as possible, a committee of the Manufacturers Association of Syracuse will visit the large shoe machinery industry at Beverly, Mass., where vocational school students are given factory training. The committee will obtain suggestions which, it is expected, will prove of value.

Vocational school students at Beverly work in the shoe machinery factory two out of every four weeks and receive half pay. This gives them actual experience in shop work, in addition to the instruction received at the school building, and thus they are better fitted for occupying wage-earning positions after graduation.

The Manufacturers Association is interested in having a similar arrangement adopted in several plants in Syracuse. It is contended that by this kind of co-operation between school and factory the community will be benefited by having young men educated in trades which will give them profitable employment in their home city.

Several important Syracuse manufacturing companies have indicated their willingness to have part-time classes in their plants.

GENERAL EDUCATIONAL NOTES

A plan to bring students of the New York University School of Commerce into closer touch with business men by the establishment of a vocational bureau at the university is embodied in the annual report of Richard P. Ettinger, director of the efficiency bureau of the School of Commerce, to Chancellor Elmer E. Brown. Under the plan, the students in the course of business organization will be required to interview business men with a view to determining the personal and educational qualifications necessary for particular lines. This system, Director Ettinger thinks, will help students in their selection of a career, by giving them opportunities to observe business methods, and of helping the School of Commerce in the planning of additional courses, to keep pace with the demands of business men.

The unit system of vocational education was unanimously indorsed by the members of the Chicago Woman's Club at a recent meeting. "The unit system," said Mrs. Harian W. Cooley, the president, "is the one for which Mrs. Ella Flagg Young and

the majority of the teachers stand. They prefer it to the dual system. A bill is pending in the legislature. There probably will be equipment in all the buildings and children will be given their vocational training along with their three R's."

Mount Pleasant township, Washington, Pa., through its school directors is rapidly completing plans for the establishment of a vocational school for the teaching of agriculture and household arts for the benefit of the common school pupils of the township. The school will probably be in the new high school building at Hickory, and will be the first in that county, and one of the first in that end of the State.

The first of the four vocational schools to be operated in Atlantic county, N. J., under the direction of Robert D. Maltby, has opened. Three other schools, one each at Monotola, Bargaintown, and in Galloway township, will also be under the supervision of Director Maltby. Free tuition will be given in the following departments: Agricultural science, poultry raising, fruit raising, trucking, home improvement, kitchen gardening, etc.

Minneapolis is to have a vocational guidance bureau in the public schools. Employment bureaus will be started at school headquarters, in connection with the vocational high school and other employment bureaus, such as the one at the Y. M. C. A. Dr. Spaulding said the teachers are not fitted to do vocational guidance, but they can be trained to do so.

A canvas of 671 pupils in the seventh and eighth grades in fifteen schools of Middlesex county, N. J., by the vocational school board, discloses that of 175 girls questioned only five wanted to be housekeepers. Almost all the girls wanted to be stenographers, school teachers, dressmakers or milliners. Of the 207 boys questioned, only one wanted to be a minister. The others wanted to be civil engineers, farmers or machinists.

Enormous growth of the United States during the last half century is shown in a report issued by the Bureau of Foreign and Domestic Commerce. While the report is for the period 1800-1914, the meager statistics for the first half of the century makes them comparatively unimportant. After pointing out that since 1850 the population of the country has more than quadrupled, being now more than 100,000,000, the report says: "Evidences of improved social conditions among the people are also found in the *Statistical Record*. For example, 19,000,000 children are now enrolled in public schools, and about 200,000 students in colleges and other higher institutions of learning, and the total expendi-

tures on behalf of education now approximate \$500,000,000 a year, the result being a rapid increase in general intelligence and a marked decrease in illiteracy. Over 22,000 newspapers and periodicals are disseminating information among the people, and the report shows a steady growth in the number of libraries in the country."

Before the district school superintendents of New York State, Alice G. McCloskey, of the department of education of Cornell University, gave a paper on the extension of rural school education. She advocated the extension of vocational, agricultural and domestic science courses and the engagement of agricultural teachers in high schools. The State pays two-thirds of the salaries of the agricultural teachers.

Indiana will make a wonderful educational exhibit at the Panama-Pacific International Exposition. Special attention will be devoted to the consolidation of rural schools, agricultural, vocational work, domestic science and playground activities. The remarkable vocational work along the lines laid down by Tolstoi in Russia, and by Ferrara in Spain, done in the all-day and all-purpose schools of Gary, Ind., will be extensively featured with demonstration classes.

That the members of the Retail Merchants' Board of Commerce Club, of Toledo, Ohio, are not only heartily in accord with the vocational education plan established in Wisconsin and in some of the larger cities, but that they have been advocating the system for a year as a feature of Toledo's educational system, and contemplate bringing the plan to the attention of the Ohio legislature at the next session, was developed in connection with the recent address of H. E. Miles in that city.

Three hundred and fifty girls and women are taking the courses of practical instruction at Technical High School, Brooklyn, New York, designed to meet the needs of "the home worker and the woman in the trades." Day and night classes were opened recently in the household arts department under the direction of Clara W. Browning. "To open doors to richer, nobler lives, lives of real usefulness and permanent happiness, is the aim foremost in these courses," said Miss Browning.

In a recent address Mayor Mitchel of New York said: "We have already established vocational and industrial training in this city, but it is not broad enough; it is not comprehensive enough; there has not been laid down a plan or programme which permits all the children of this community to take advantage of the industrial and vocational training that the city pro-

vides in small measure, and we feel that the school system of New York and the government of New York will not be doing justice to the community or discharging their duty until we have formulated a plan broad enough to permit all of the boys and girls of New York, who want to equip themselves with the training, technical and cultural, to permit them to advance themselves in industry, to get that training in the public school system of the city."

Machinery for the machine shop of the Putnam (Connecticut) State Training Trade School is being installed. Superintendent F. J. Trinder of the State trade schools has installed machinery for the carpenter shop, electrical department and more machines for the textile department which is already in operation. These additional departments will all be in readiness for operation at the beginning of the regular school term in the fall when it is expected that a large number of pupils will be attracted by the combined high school trade school courses. Fabrics that have been made at the school are displayed in a store window. They consist mostly of a pretty line of toweling designed and woven at the school. Superintendent Martin of the local school says that the pupils are showing excellent progress in their work. He is optimistic for the future of the school, and believes it is to be a big thing for Putnam.

A plea for vocational education in California was made before the teachers of the Berkeley schools by Dr. E. R. Snyder, commissioner of vocational education. Superintendent M. C. James presided at the session, which was attended by 600 persons. "Of every hundred who enter the high school," declared Dr. Snyder, "40 or less finish. The high school is dominated too largely by the university which aims only at the separation of leaders. It sets the standard of study and even dictates the courses. Let us not start all children with the idea that no one can be successful to work rather than direct. We must study our children, learn their capacity and set up for each child an individual idealism that will serve his practical needs. Let us not spoil good workmen by making of them amateur intellectuals. Why should a man who is going to run a ranch study Latin? Such an incongruity reacts upon the schools, for into every class are thrown boys and girls who have no interests there. Such students are literally inflicted upon the teacher."

Committees of The National Association of Corporation Schools 1914-15

Trade Apprenticeship Schools

J. M. Larkin, *Chairman*,
Fore River Shipbuilding Corporation,
Quincy, Mass.
P. W. Thomas,
Atchison, Topeka & Santa Fe Railway,
Topeka, Kansas.
W. L. Chandler,
Dodge Mfg. Company, Mishawaka, Ind.

Special Apprenticeship Schools

F. R. Jenkins, *Chairman*,
Commonwealth Edison Company,
Chicago, Ill.
J. W. Dietz,
Western Electric Company, Chicago, Ill.
T. E. Donnelley,
R. R. Donnelley & Sons Company,
Chicago, Ill.

Accounting and Office Work Schools

George B. Everitt, *Chairman*,
National Cloak and Suit Company,
203-17 West 24th St., New York City.
Frederick Uhl,
The American Telephone & Telegraph
Company,
15 Dey Street, New York.
E. J. Mehren,
The McGraw Publishing Company,
239 West 39th St., New York.
E. C. Wolf,
The Curtis Publishing Company,
Philadelphia, Pa.
H. V. R. Scheel,
Brighton Mills, Passaic, N. J.

Advertising, Selling and Distribution Schools

C. A. S. Howlett, *Chairman*,
General Electric Company,
Schenectady, N. Y.
Prof. M. T. Copeland,
Harvard Business School,
Cambridge, Mass.
F. P. Pitzer,
The Equitable Life Assurance Society,
165 Broadway, New York.
H. G. Petermann,
United Cigar Stores Company,
44 West 18th St., New York City.
H. Tipper,
The Texas Company,
17 Battery Place, New York City.
Dr. Lee Galloway,
New York University,
Washington Sq. East, New York City.

Safety, Hygiene and Co-operation

L. H. Burnett, *Chairman*,
Carnegie Steel Company, Pittsburg, Pa.
Sidney W. Ashe,
General Electric Company,
Pittsfield, Mass.
J. C. Robinson,
The New York Edison Company,
New York City.

Committee on Public Education

A. E. Corbin, *Chairman*,
Packard Motor Car Company,
Detroit, Mich.

Committee on Public Education—

Continued

E. G. Allen,
Cass Technical High School,
Detroit, Mich.
Miss Harriet Fox,
Strawbridge & Clothier,
Philadelphia, Pa.

Committee on Allied Institutions

James A. Roosevelt, *Chairman*,
Roosevelt & Thompson,
71 Broadway, New York City.
R. L. Cooley,
Supt. Continuation Schools,
Milwaukee, Wis.
Norman Collyer,
Southern Pacific Railroad Company,
San Francisco, Cal.

Employment Plans

C. R. Johnson, *Chairman*,
Goodyear Tire & Rubber Company,
Akron, Ohio.
Mr. N. F. Dougherty,
The Pennsylvania Railroad Company,
515 Lloyd St., Pittsburgh, Pa.
W. M. Skiff,
National Lamp Works, Gen. Elec. Co.,
Nela Park, Cleveland, Ohio.
F. D. French,
American Multigraph Sales Company,
Cleveland, Ohio.

Vocational Guidance

Dr. Henry C. Metcalf, *Chairman*,
Tufts College, Mass.
Dr. Walter Dill Scott,
Northwestern University, Evanston, Ill.
Albert C. Vinal,
American Tel. & Tel. Company,
15 Dey St., New York City.

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Miss C. Eichbauer, *Secretary*,
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Irving Pl. and 15th St., New York City.
T. M. Ambler,
Brooklyn Union Gas Company,
130 Atlantic Ave., Brooklyn, N. Y.
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Westinghouse Elec. & Mfg. Company,
East Pittsburgh, Pa.
T. F. Bludworth,
Bing & Bing Construction Company, Inc.,
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Benjamin Cadbury,
Haines, Jones & Cadbury Company,
1130 Ridge Ave., Philadelphia, Pa.
R. F. Carey,
Westinghouse Machine Company,
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F. B. Clark,
Remington Arms—Union Metallic Car-
tridge Company,
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L. N. Denniston,
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Committees of The National Association of Corporation Schools 1914-15

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1920 61st St., Brooklyn, N. Y.
Thomas G. Gray,
Southern Pacific Company,
Sacramento, Cal.
Samuel Graydon,
The Trow Press,
201 East 12th St., New York City.
R. G. Griswold,
Henry L. Doherty & Co.,
60 Wall St., New York City.
C. J. Hicks,
International Harvester Company,
Harvester Building, Chicago, Ill.
W. C. Locker,
John Marshall Night High School,
Richmond, Va.
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Proctor & Gamble Company,
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Miss Lillian Meyncke,
The Rike-Kumler Company,
Dayton, Ohio.
W. K. Page,
Addressograph Company,
901 West Van Buren St., Chicago, Ill.
R. H. Puffer,
Larkin Company, Buffalo, N. Y.
E. B. Saunders,
Simonds Mfg. Company,
Fitchburg, Mass.
J. William Schulze,
Alexander Hamilton Institute,
13 Astor Place, New York City.
E. O. Smith,
Newport News Shipbuilding & Dry
Dock Company,
Newport News, Va.
C. R. Sturdevant,
American Steel & Wire Company,
Worcester, Mass.
W. M. Taylor,
Willys-Overland Company,
Toledo, Ohio.
Kendall Weisger,
Southern Bell Tel. & Tel. Company,
Atlanta, Ga.

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General Electric Company,
Schenectady, N. Y.
R. H. Grant,
The National Cash Register Company,
Dayton, Ohio.
Miss Harriet Fox,
Strawbridge & Clothier,
Market, Eighth and Filbert Sts.,
Philadelphia, Pa.

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Consolidated Gas Co. of New York,
4 Irving Place, New York City.
James Halley,
J. J. Little & Ives Company,
425 East 24th St., New York City.

Committee on Nominations—Cont'd

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J. W. Diets,
Western Electric Company,
Hawthorne Station, Chicago, Ill.
Arthur Dilks,
The National Cash Register Company,
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